

**California State University San Marcos
College of Education**

EDMS 521 - Elementary Literacy

Instructor: Zee Cline

Class Hours: M- 8:00-2:00

Class Location: Valley Elementary

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Office Hours: Wed. 11:00-12:00

Mission of the College of Education at CSUSM. The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.
(adopted by COE Governance Community, October 1997)

Authorization to Teach English Learners. This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(approved by CCTC in SB 2042 Program Standards, August 02))

Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Attendance Policy. Due to the dynamic and interactive nature of EDMS 521, all students are expected to attend all classes and participate in all class activities. For every day of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardiness or “early exits” will be the equivalence of an absence. A passing grade will not be issued for students who do not attend 80% or more of the class sessions. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

COURSE DESCRIPTION

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive K-8 school classrooms. This class is aligned with the California 2042 standards.

STANDARDS ALIGNMENT

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are a primary emphasis in this course:
Standard 3-Relationship between theory and practice
Standard 4-Pedagogical thought and reflective practice
Standard 5-Equity, Diversity, & Access to the Core Curriculum
Standard 7-Equity, Preparation to Teach Reading Language Arts

TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

Primary Emphasis

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching

TPE 2-Monitoring Student Learning

TPE 3-Interpretation and Use of Assessments

TPE 4-Making Content Accessible

TPE 6-Developmentally Appropriate Teaching Practices

TPE 6a-Developmentally Appropriate Practices in Grades K-3

TPE 6b-Developmentally Appropriate Practices in Grades 4-8

TPE 6d-Teaching Special Education Populations in General Education Environments

Secondary Emphasis:

TPE 5-Student Engagement

TPE 7-Teaching English Learners

TPE 8-Learning About Students

TPE 9-Instructional Planning

TPE 10-Instructional Time

TPE 11-Social Environment

TPE 13-Professional Growth

TPE 14-Educational Technology

TPE 15-Social Justice and Equity

OBJECTIVES

KNOWLEDGE

Teacher candidates will:

- gain an understanding of how a first and second language is acquired.
- gain an understanding of the reading process and its relationship to thought, language and learning.
- gain an understanding of how people learn to read and write in their first and second language
- become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.
- become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms
- become familiar with classroom diagnostic techniques and evaluation procedures.
- become familiar with current approaches to the teaching of reading and writing to children with special learning needs

SKILLS

Teacher candidates will:

- become sensitive observers of children's language using behaviors.
- analyze children's reading and writing behavior as a basis for making instructional decisions
- translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plans
- develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students

- learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

ATTITUDES AND VALUES

Teacher candidates will:

- develop an appreciation for the natural language abilities children possess for processing and producing print
- develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum
- affirm the importance of a rich environment for developing an effective language arts program.
- develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- develop a sensitivity to and appreciation for children with special learning needs
- develop an appreciation for the importance of reading and writing for their own personal and professional growth
- develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

REQUIRED TEXTS:

Clay, M. (1993). *An Observation Survey*. Heinemann.

Choate, J. (2000). *Successful Inclusive Teaching*. Allyn and Bacon (3rd edition)

Gibbons, P. (1993). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.
Reading/Language Arts Framework for CA Public Schools CA Dept of Ed

Tompkins, G.E. (2001). *Literacy for the 21st Century: A Balanced Approach, 3rd Edition*.
Prentice Hall.

Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.

Course Requirements

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced .

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|--------------------------------|-----------|
| • RICA Notebook | 25 points |
| • Field Observations | 26 points |
| • Reading Strategy Lesson Plan | 25 points |
| • Primary Case Study | 24 points |

Grading

A	96–100
A-	90–95
B+	89-87
B	86-83
B-	80–82
C+	77-79
C	73-76
C-	70-73

ASSIGNMENTS:

Language Arts Resource Notebook (25 pts)

Each of you will develop a Reading/Language Arts Resource Notebook that will be used to inform your teaching. The Resource Notebook has two main objectives. First, is to demonstrate your learning and understanding of the reading and language arts. Second is to start building a resource for your own learning. Be creative and thoughtful in the compilation of the notebook—it will be a demonstration that you are ready to teach the language arts to a diverse student population.

The Notebook will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin).

Each section of the notebook should contain the following:

- A RICA analysis sheet including: (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing this content area (include rationale); and (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development.
- Lesson observation forms (except for section 1)
- A technology-rich assignment that enhances your teaching and student learning
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

You can choose how to organize this information in your notebook. You may include course assignments (lesson plans, case study, mini book unit, classroom observations and interactive email journals), course handouts and materials from your classroom/school site, examples of lesson plans and student work, information from internet sources or professional journals. You may want to include strategies you will use to teach these content areas. You may even include pictures of students learning a specific strategy as well as your reflection on what was happening, why it worked or didn't work and why that was. You may include one (or more) successful activities that you used in the classroom (must be related to language arts instruction).

As you learn about assessment, phonemic awareness, the use of phonics, comprehension strategies and other components crucial to effective literacy instruction, compiling your resource notebook will help you prepare and review the content areas assessed by the RICA test. More importantly, it will serve as a resource for you in the future, and may be used for job interviews to illustrate your knowledge and experiences.

Note: Besides the course readings, Dr. Alice Quioco's web site can also serve as a resource. The address is: <http://www.csusm.edu/Quiocho>. Click on "reading instruction portfolio." See the [section on accommodations](#) for ideas on ways to support second language learners.

Note: See www.ed.gov/free/ for free Educational Materials.

Field Experience Observation Guide (26 pts) (Due October 13, 2003)

When you are observing/participating in classrooms **BEFORE** you begin student teaching, please look for and write down your observations in the following areas and place in the appropriate section of your resource notebook. Jot down brief notes about the kinds of activities teachers and students are engaged in and your own reactions. Be sure to write observations and not judgments.

(Example:

Observation: Teacher taught "B" sound Students wrote words beginning with "B"

Judgment: Teacher did a good job teaching "B" sound.

Please note: If you don't see something in your classroom, visit another class or grade level.

For each observation topic, please be sure to include: Topic, Date/time, Place (school/grade/classrooms), Activity, Reflective notes

Example:

Topic: Phonics Instruction

Date/Time 9/7/98 9:00-10:00

Place (school/grade/classrooms) Discovery Elementary, Monolingual 1st grade

Activity: Teacher taught "B" sound using alphabet cards and the pocket chart. Students wrote words beginning with B then illustrated the following-bird, ball, balloon, and boat.

Reflective Notes: The teacher did a good job being inclusive with all students. Accommodations were made for second language learners when the teacher used some word that were close cognates (ball-bola) to help the students make connections. I noticed that one of the children who has trouble focusing was seated next to the teacher. She was very effective in selecting children to participate in order to ensure that the students did not get out of hand.

Please do one observation sheet for each topic listed below using the form provided.

- Assessment Strategies
- Managing Reading Instruction
- Phonemic Awareness
- Concepts About Print
- Phonics Instruction
- Spelling Instruction
- Reading Comprehension
- Literacy Response and Analysis
- Content Area Literacy (include reading & writing)
- Writers Workshop
- Supporting Reading through Oral and Written Language Development
- Vocabulary Development
- Intervention Strategies (SDAIE; Scaffolds)

Field Experience Observation Form

Topic	
Date/Time	
Place (school/grade/classrooms)	
Activity	Reflective Notes to Myself

Primary Case Study (24 pts)

Each of you will be assigned a student to tutor each morning for half an hour two days a week. During this time you will be asked to complete an emergent reader/early reader assessment, develop an intervention plan, implement the plan, and conduct on-going assessments. At the end of the tutoring session, you will be asked to turn in a packet that includes the following:

Assessment: Running Records (one for each week), Clay Observation Survey, Teacher assessments (if available), and any other formal or informal assessments you have conducted.

Intervention Plan: Based on the information you have gathered about the student, discuss his or her strengths (very important - what can he or she do) and challenges (what does this student need to work on). Design an Intervention Plan for your student. Knowing what you know about your student as a result of your assessments, what areas should an appropriate intervention plan focus on? Why? Think about what strategies beginning readers need to develop and how teachers can support those activities. Refer to the standards in the reading/language Arts Framework for CA Public Schools for your child's grade level to guide you as you design the intervention plan.

Make sure to:

- Identify areas of strength and need (minimum of 4 total) that an instructional plan should focus on – how a teacher could build on the student's strengths and address his/her needs. Select two areas in reading, and one area in writing and oral language.
- Provide specific instructional recommendations for each area (reading, writing and oral language). List one example of an appropriate strategy and/or activity for each identified area. Look for examples in the course readings. For each instructional recommendation, explain why you selected it and how it is going to help your student.

You might also make recommendations for the student and parents: what can the student do on his or her own that is not dependent on the teacher.

Reflection: Reflect on your experience with the Case Study. Based on your classroom observations of reading and writing as well as on what you learned in the assessment/intervention process, what would you do differently or try differently? What other scaffolds or strategies would you use? How would you use them? What other interventions would you try? What would your next steps in assessment be? How do you feel the intervention went? How has this enhanced your experience as a teacher?

Reading Strategy Lesson Plan (25 pts) (Critical Assessment Task)

You will write and present a reading strategy lesson plan for a small group activity that takes into account student needs. They can be mini-lessons, direct instruction, inquiry, or any format you choose. Make your lesson active, interesting, fun and meaningful. Because lesson planning may be unfamiliar to some of you, but is so important to teaching, you will learn how to write a language arts lesson plan in class. Choose a reading standard for your grade level to guide your objectives. Sample lessons include:

- Monitoring Reading
- Comprehension
- Content area reading
- Phonics
- Phonemic Awareness
- Organizing information while you read
- Relating what you are reading to what you already know
- Finding the main idea of a story
- Identifying patterns in a text

- Using graphic organizers for comprehension

California Reading Initiative Reading/ Language Arts Components Grid (Quioco, 2000)

Component	How to Assess	How to Teach It (Strategies)	Accommodations

Course Outline
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Assignment
Session 1/2 9-8	A Balanced Approach -Assessment	Tompkins Chap 1 & 3 Clay Observation Survey Gibbons Chap 3 & 4
Session 3/4 9-15	The Language of School/The Language of Learning	Tompkins Chap 2 & 4 Gibbons Chap 1 & 2 The English Language Arts Standards
Session 5/6 9-22	The Processes	Tompkins Chap 5 & 6 Due: Reading Lesson Plan
Session 7/8 9-29	A History of Challenges	Tompkins Chap 7 Gibbons Chap 5, 6, & 7
Session 9/10 10-6	When Sacramento Sneezes	Tompkins Chap 8 Gibbons Chap 8, 9, & 10
Session 11/12 10-13	Building a Portrait	Tompkins Chap 9 Zarillo Book Due: Field Observations
Session 13/14 10-20	Readerly Thinking	
Session 15/16 10-22	Closure	Due: Resource Notebook